

**USING CRITICAL THINKING METHOD TO IMPROVE STUDENTS'
READING COMPREHENSION IN NARRATIVE TEXT
(A Classroom Action Research at the General Class of My Liberty IES
Makassar)**

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ABSTRAK

ABDUL MUTTALIB, 2020. *Menggunakan metode Berpikir Kritis untuk Meningkatkan Pemahaman Membaca pada Teks Naratif.(Penelitian Tindakan Kelas Pada Siswa Kelas General My Liberty IES Makassar).* Universitas Negeri Makassar (Dibimbing oleh **Kisman Salija and Maemuna Muhayyang**).

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca siswa terutama pemahaman membaca menggunakan Metode Berpikir Kritis. Peneliti menggunakan Penelitian Tindakan Kelas (PTK) sebagai teknik yang dilakukan dalam dua siklus, setiap siklus terdiri dari empat pertemuan. Menggunakan tes menulis dan lembar observasi sebagai instrumen. Jumlah subjek penelitian adalah 15 siswa di Kelas General. Hasilnya menunjukkan bahwa D-Test siswa dalam keterampilan membaca adalah 1,65 menjadi 2,55 pada siklus I, dan setelah revisi pada siklus II skor rata-rata adalah 3,35 dengan menerapkan metode berpikir Kritis. kriteria ketuntasan minimum (KKM) adalah 2,67 sedangkan pada siklus I, ada 9 (60%) siswa mendapat nilai wajar, 5 (33.33%) siswa mendapat nilai bagus dan 1 (6.67%) siswa mendapat skor sangat baik berarti bahwa siswa tidak mendapatkan skor kriteria ketuntasan minimum (KKM). Pada siklus II terdapat 1 (6.67%) siswa mendapat nilai wajar, 7 (46.67%) siswa mendapat nilai baik dan 7 (46.67%) siswa mendapat nilai sangat baik, Artinya 14 (93,33%) siswa mencapai kriteria ketuntasan minimum (KKM) dan 1 (6.67%) siswa tidak mencapai kriteria ketuntasan minimum (KKM). Berdasarkan temuan penelitian

dari siklus I dan II bahwa penggunaan metode Berpikir Kritis dapat meningkatkan pemahaman membaca siswa dalam teks Naratif.

Kata kunci: Berfikir Kritis, Pemahaman Membaca, Teks Narasi.

ABSTRACT

ABDUL MUTTALIB, 2020. *Using Critical Thinking Method to Improve Reading Comprehension in Narrative Text(A Classroom Action Research at the General Class of My Liberty International English School).* State University of Makassar (Supervised by **Kisman Salija and Maemuna Muhayyang**).

This research aimed at finding out the Improvement of Students' Reading comprehension through Critical Thinking Method. The researcher used a Classroom Action Research (CAR) as a technique which was conducted in two cycles, each cycle consisted four meetings. It employed writing test and observation sheet as instruments. The number of the research subject was 15 students in the general class. The finding showed that the student's D-Test in reading skill was 1.65 became 2.55 in cycle I, and after revision in the cycle II the mean score was 3.35 by implemented of Critical Thinking Method. The minimum completeness criteria (KKM) was 2.67 while cycle I, there were 9 (60%) students got fair score, 5 (33.33%) students got good score and 1 (6.67%) student got very good score means that the students did not get score of the minimum completeness criteria (KKM). In cycle II there was 1 (6.67%) student got fair score, 7 (46.67%) students got good score and 7 (46.67%) students got very good score. It means that there are 14 students (93.33%) of the students achieved the minimum completeness criteria (KKM) and there was 1 student (6.67%) did not achieve the minimum completeness criteria. Based on the research finding from cycle I and II that the use of Critical Thinking Method could improve the students' reading comprehension achievement in Narrative text.

Key words: Critical Thinking, Reading Comprehension, Narrative Text

Introduction

Reading as one of the language skills has a very important role in teaching and learning process. Through reading, the students can obtain plenty of information which can expand their knowledge comprehensively. Harvey as cited in Alam (2009) argues that the purpose of reading is to inform something, or challenge our knowledge on certain matters. In other words, reading can help the students to broaden their experience of the world in which they live. we know there is a statement said that you are what you read, that is why reading is very important for the students and everyone.

In learning English, being able to comprehend reading passage is a must. Jafar (2012) says that in order to comprehend a reading selection fast, a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations. and in English learning Process students usually use books to study, and teachers also use book to teach as a reference or giving students test by using text. When teacher gives a text for the students to answer some questions, they cannot possibly answer them well if they do not comprehend reading passage well. It is like two aspects which cannot be separated. It is like fire and fume, two things are inseparable. It is a fact that comprehending text is absolutely needed. Related with the present study, reading comprehension is not as simple as students imagination to achieve it. There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process of reading skills. One of the important aspects is to

give the students a chance to read during the lesson and also make sure that they completely understand what they read. Therefore they should have enough time to read the text deeply and critically. They should comprehend the reading for certain purpose, however it needs a practical and suitable method.

To make sure that we need a method to increase the students' reading comprehension especially for literal and interpretative comprehension, the researcher did an observation at My Liberty International English School. Through the observation on september 26, 2018 the students were given narrative text under the title The Lion King. There were 8 questions about the text, consisting of literal and interpretive. It can be said that most of the students only read the text without thinking and paying attention to every single sentence that they read especially in Narrative Text. Consequently, they did not catch the points of the text. It may come on the surface as narrative text. In reading the narrative text, a lot of students did not have much time to read only the text and got the students to answer the questions given, they consequently only focused on how to answer those provided questions quickly. They ignored the important part of being able to answer the question and they finally got fail. By this diagnostic tes there is no students reached the standard achievement score (2.67) because the highest score of the students in this diagnostic test is 2.50. It means the students also did not reach the students' success rate achievement (82%). Based on the finding above, the researcer decide to improve or find a method for reading comprehension to help the students and the readers.

One of the methods to lead the students holistically get the points of their reading is critical thinking. Critical thinking is the ability to think clearly and rationally about what to do or what to believe. Scriven & Paul (2008) argued that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It includes the ability to engage in reflective and independent thinking. Furthermore, Critical thinking is not a matter of accumulating information. A student with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

Based on the description above, the present researcher intends to conduct a research study, under the title *“Use Critical Thinking to Improve Reading Comprehension in Narrative Text at My Liberty International English School”*. (A Classroom Action Research at The General Class of My Liberty International English School).

Pertinent Ideas

1. Theory of Critical thinking

Critical thinking is the process of independently analyzing, synthesizing, and evaluating information as a guide to behavior and beliefs, Richard Nordquist (2017)

The American Philosophical Association has defined critical thinking as "the process of purposeful, self-regulatory judgment. The process gives reasoned consideration to evidence, contexts, conceptualizations, methods, and criteria. Critical thinking is sometimes broadly defined as "thinking about thinking."

Critical thinking skills include the ability to interpret, verify, and reason, all of which involve applying the principles of logic. The process of using critical thinking to guide reading is called *critical reading*.

2. Theory of Reading Comprehension

Reading is a process of retrieving and comprehending some form of stored information or ideas. These ideas are usually some sort of representation of language, such as symbols to be examined by sight, or by touch.

According to Collins Spanish Dictionary (2013), the verb "comprehend" means understand fully. Comprehension is power to understand something or exercise to one understands. The next definition taken from Carnie in Rahmawati (2012) describes reading comprehension as a complex set different skill and types

of knowledge that are activated in a nearly simultaneous a set of our knowledge and skill.

Kintsch in Rahmawati (2013) noted that reading comprehension is often discussed in terms of being and process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered and relevant strategies to make sense of a text and understand it. Then Durkin in Lehr, (2005) defined comprehension as intentional thinking during which meaning is constructed through interactions between text and reader. The point of this is reader thinking involve when they are reading. It means that their reading effected by their general knowledge and their experience, and also influenced by the content of text that they are read.

Based on defenition of reading comprehension by some experts, the researcher finds standing point that reading comprehension is a process to understand and to acquire fully and deeply messages and point from a printed and unprinted text. Reading comprehension is a very important skill for students and people. Because the materials and lessons must we learn usually in a text form. So we need a good method for reading text to be good reader.

3. Theory of Narrative Text

Rifa'i (2015) states that Narrative text is an imaginative story to entertain people as a spoken or written account of connected events a story as narrated part of a literary work. Munand (2013) states that Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is

the narrative mode, the set of methods used to communicate the narrative through a process narration. Masithoh (2016) states that narrative text is a real or unreal story text which has the purpose to entertain the reader by using past event.

RESEARCH METHOD

This research followed the principal working of *Classroom Action Research* (CAR) that contains four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

This study was conducted in two cycles. This research started by opening cycle. Then the research continued to the next cycle until the target was achieved.

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research consisted of two cycles with each cycle consisted of: planning, action, observation and reflection.

Population and sample

1. Population

The population of this research is the students of My Liberty International English School in academic year 2018 which consist of 122 students. There are three levels of class in my liberty, such as: freshman (elementary school), sophomore(junior high school), and General class. And for all these grades there are 22 classes. Every class has different number of students. The least students in a class are 3 students and the most students in a class are 15 students.

2. Sample

In this research, for quantitative the researcher employed stratified sampling technique. The researcher took the sample based on the level of the students and the number of the students in the classroom. The researcher took the sample from the highest level of the students and the most number of the students in the classroom. The total of sample are 15 students.

Research Variables

The variable is one of the very important elements of research. The research has two kinds of variables, variable is something that has variety of value. Singarinbun and Effendy in Nurlette (2006: 42). The variables can be divided into : independent and dependent variable.

- a. Independent variable is critical thinking
- b. Dependent variable is the students' literal and interpretative comprehension in reading narrative texts.

FINDINGS

1. The Improvement of Students' Reading Comprehension Using Critical Thinking

The result of the test shows the use of critical thinking improved the students' reading comprehension at My Liberty International English School indicated by the result of diagnostic test was 1.65, cycle I was 2.55 and cycle II 3.35. Based on the numbers above, we can find the improvement from diagnostic test to cycle 2. Based on the findings above, it

shows that in the cycle 1 the research was not successful because the minimum completeness criteria is 2.67, and the minimum success percentage is 82%. but there were only 5 students (33.33%) reached the minimum completeness criteria. Then the cycle two shows that the research was successful because there were 14 students (93.33%) reached the minimum completeness criteria (2.67). The implementation of Critical Thinking Method in improving the students' reading comprehension covered literal and interpretative.

1.1 The Improvement of the Students' Literal Comprehension in Reading Comprehension

The result of diagnostic test indicated that the mean score of the students' literal reading comprehension was still low. The researcher then began to teach in the cycle I through "Critical Thinking Method". In each meeting, the researcher gave each students a text then did some activities based on the procedure of "Critical Thinking Method". In the activities, the researcher gave some questions to build up the students' prior knowledge before they read the text and explained about how to identify the literal reading in the text. The researcher asked the students to do exercises about identify the literal reading and sequence of details. After did teaching and learning process for some meeting, the researcher then gave tested to the students. The result of this test indicated that the mean score of students in terms of literal understanding in reading comprehension was still out of target. So, the researcher continued the action to the cycle II. And the result of the cycle II there was significant improvement. Based on the findings above, it

shows that in the cycle 1 the research was not successful because the minimum completeness criteria is 2.67, and the minimum success percentage is 82%. but there were only 6 students (40%) reached the minimum completeness criteria. Then the cycle two shows that the research was successful because there were 14 students (93.33%) reached the minimum completeness criteria (2.67).

1.2 The Improvement of Students' Interpretative

The improvement of the students' interpretative at the General students of My Liberty International English School "Critical thinking Method" was raising. There was significant improvement from diagnostic test to cycle I, it's also like cycle I to cycle II. Based on the findings above, it shows that in the cycle 1 the research was not successful because the minimum completeness criteria is 2.67, and the minimum success percentage is 82%. but there were only 5 students (33.33%) reached the minimum completeness criteria. Then the cycle two shows that the research was successful because there were 14 students (93.33%) reached the minimum completeness criteria (2.67).

2. The Problem of the Students to Use Critical Thinking in Reading Comprehension

Some participants who had the lowest score of critical thinking skill from 15 students in My Liberty International English School were interviewed and observed in their learning process. It was conducted to answer the research questions about the problem of students to use critical thinking in reading comprehension. After the researcher had done the

interview. The researcher has found that some the participants had ever heard critical thinking in reading but they did not clearly understand what critical thinking is. However, their problems when trying to use critical thinking in reading comprehension were deserve. The problems faced by them are explained clearly in the following paragraph.

a. Lack of practicing

Some of students were found by the researcher that they were rarely practice critical thinking and there are some students never used critical thinking in past

b. Lack of vocabulary

Vocabulary is one of elements in reading. It can be said that comprehension need a greet number of vocabulary to be achieved, beside the comprehension critical thinking also need several other abilities.

c. Repetition

Students ability to do critical thinking skill in reading also influence limitation of repetation.

Based on above the explanation of the three problems discovered complicated students in using critical thinking skill to improve reading comprehension, namely (1) lack of practicing, (2) lack of vocabulary, and (3) repetition.

Discussion

1. The Improvement of Students' Reading Comprehension Using Critical Thinking

Cycle 1

In this step the reseacrher analyzed the weakness and the strength action of the first cycle. The data that have been collected in the teacher's activity in learning process were increasing it can be seen from the result of students' reading comprehension.

The result of the test in this cycle showed that only nine (2,55) students who passed the target score of Minimum Passing Grade Criteria (KKM). The target of action success was 2.67 students passed the Minimum Passing Grade Criteria (KKM). There were still some problems which were faced by the students who cannot passed the target reading comprehension in narrative text. They were still confused for the meaning of each vocabularies. They were still confused what they want to answer for the questions. Most the students get difficulties in translating the story. There were many students ask the teacher about the meaning of difficulties words. So, the teacher should give more motivation the students to look the meaning by themselves.

In other side, teaching and learning process was not maximal. Most of students were still less in making comments or asking questions about the explanation, because the students were still embarrassed with the

teacher. So, the teacher should give more attention to the students in order to make them braver and more confident in the classroom.

From all the explanation of data above, the researcher decided to improve the students' reading comprehension narrative text in the next cycle.

Cycle 2

The result of the test in this cycle showed that there were fourteen (93.33%) students who passed the target score of Minimum Passing Grade Criteria (KKM). The target of action success was 2.67 students passed the Minimum Passing Grade Criteria (KKM). Even though there were some problems that have been faced in the first cycle but they Could passed it. They were understand some meaning of vocabularies, they were not confused anymore to answer the questions. Most of students did not get difficulties in translating the story.

Using critical thinking can make learning process more effective, help to students to analyze and understand reading text deeply and clearly. It can be seen from the result of each cycle that showed any improvement of students' reading score. The students score at the end of this research totally increased where in the second test there are fourteen (93.33%) who passed the Minimum Passing Grade Criteria (KKM), the target of success was 2.67.

2. The Problem of the Students to Use Critical Thinking in Reading Comprehension

After applying Critical Thinking Method, the researcher give some observation questions to the students about problem that they faced during learning process. Most of the students answer the problems are lack of practicing, lack of vocabulary and repetition.

The researcher also found the situation in learning process because that students are lack of practicing because some of the students already know critical thinking but they never applied it. The next problem during learning process is lack of vocabulary beacuse most of the students always asking about the meaning of some vocaularies. The last problem is repitition, students always do repetition because they are not able to find the point of the text. They spend more time in repitition.

Conclusion

From the discussion in the previous chapter, it can be concluded that using critical thinking can be improved students' reading comprehension in narrative text and there are some problem that students faced during the learning process such as lack of practicing, lack of vocabulary and repetition. Based on the findings above the researcher concludes that:

1. Using critical thinking is able to improve the students' literal reading comprehension at My Liberty International English School. It is proved by the students' achievement in cycle II is higher than cycle I

and D-Test where in D-Test the students' mean score achievement in Literal reading comprehension is 1.67, but after evaluation in cycle I the students' literal reading comprehension becomes 2.66 and cycle II 3.40.

2. Using Critical Thinking is able to improve the students' Interpretative reading comprehension at My Liberty International English School. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in interpretative reading comprehension is 1.53, but after evaluation in cycle I the students' interpretative reading comprehension becomes 2.40 and cycle II 3.29.

Based on explanation above, the researcher concluded that Critical Thinking is able to improve the students' reading comprehension at My Liberty International English School. The students' score in cycle I is 2.55 (good), and in the cycle II of the students' mean score is 3.35 (good). The improvement of the students' achievement from mean score of cycle I to cycle II is 43.14%.

Suggestion

Based on the findings above, the researcher suggests that:

1. It is suggested to English teacher should use Critical Thinking as one of the alternative ways in teaching reading because it can improve the students reading skill especially reading comprehension.

2. The students should improve their skill especially reading comprehension in learning reading with use Critical Thinking.
3. The suggestion for the next the researcher who try to apply this strategy. It is suitable to be applied in Classroom Action Research (CAR) since the students' improvement can be gained and observed directly in the classroom through some phase's action and reflection.
4. The result of this research can also be used as an additional reference or further research with different discussion for the next research.

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